

Mini-Map for M.EE.5.NBT.1

Subject: Mathematics

Number and Operations in Base Ten (NBT)

Grade: 5

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.5.NBT.1 Compare numbers up to 99 using base ten models.	M.5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Communicate understanding of "separateness" by recognizing objects that are not joined together. Communicate understanding of set by recognizing a group of objects sharing an attribute.	Count all objects in a set to communicate the total number of objects in that set. Identify sets having the same number of objects. Identify a set containing a different number of objects than the other two sets. Recognize a set containing more or fewer objects than the other set.	Use models such as concrete manipulatives, diagrams, pictures, or technology to compare two sets of objects up to 10, and communicate that the number of objects in one set is greater than, less than, or equal to the number of objects in the other set.	Use models such as concrete manipulatives, diagrams, pictures, or technology to compare two sets of objects up to 100, and communicate that the number of objects in one set is greater than, less than, or equal to the number of objects in the other set.	Compare two numbers up to 100 using the symbols >, <, and = to show that one number is greater than, less than, or equal to the other number. Order three or more two-digit numerals from greatest to least or least to greatest.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Comparing numbers requires a student to be able to recognize two or more sets or groups of items. Work on this skill using a variety of sets. To help students recognize when items are grouped together into a set or separated out, the educator presents a set, labels it (e.g., two balls, one bear, three blocks), counts the items, labels it again, and encourages students to use numbers to label and count the separate sets.

NOTE: Educators can work on the Initial Precursor level using the sets of numbers that students working at the Target level are working on, but when using the larger sets, help students notice the difference in overall area when sets are larger or smaller.

How is the Distal Precursor related to the Target?

As students begin to understand labeling and counting small sets (1-4), they begin to use the number sequence and become more adept at tracking individual objects, recognizing same, different, more, and less on the basis of overall area or discrete number. Work on this skill using a variety of sets, labeling and counting the sets, moving items in and out of the sets, and labeling and counting the sets again. Draw the students' attention to the change that occurs when items are moved in and out of a set.

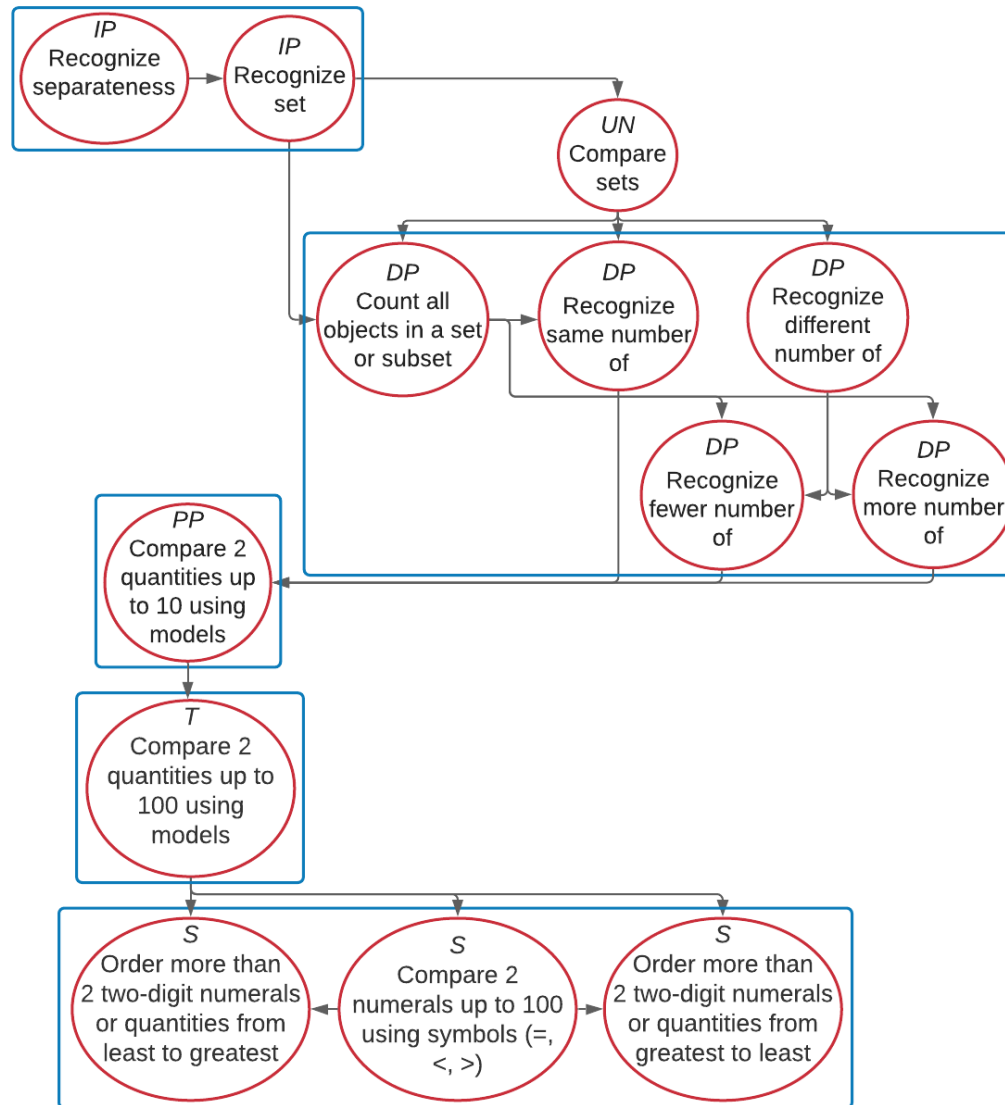
NOTE: When working on the Distal Precursor level, students will count and compare smaller sets using both overall area and discrete number, but when using the larger sets that students working at the Target level are working on, they will compare using overall area rather than discrete number.

Instructional Resources

Released Testlets
See the Guide to Practice Activities and Released Testlets .
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction .

[Link to Text-Only Map](#)

M.EE.5.NBT.1 Compare numbers up to 99 using base ten models.



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested
Boxes indicate tested nodes	